

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>High quality Forest Schools outdoor provision offered to all children in KS1 and KS2.</p> <p>Pupil participation in Level 2 competitions.</p> <p>Social, personal and emotional needs of pupils met through educational trips and visits.</p> <p>High quality PE lessons delivered by a sports coach.</p>	<p>Supporting children to regain fitness and self-confidence as we emerge from lockdown.</p> <p>Enabling children to support their mental health through sport and physical activity post lockdown.</p> <p>Work towards gaining the Schools Games Bronze Award.</p> <p>To work towards achieving Enhanced Healthy Schools Award.</p>

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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>Swimming lessons took place during the start of the Spring term 2019/2020 but stopped due to Covid-19 school closure. It is unclear if Swimming will go ahead 2020/2021.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £16,920		Date Updated: Autumn 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To support children to be physically active during school closure.		Weekly live PE lessons led by Sports Coach to encourage pupils' to be physically active during school closure.		£180	Pupils' social, personal and emotional development has been sustained during closure.
Participation in daily Joe Wicks PE classes during school closure.		Support all pupils to be fitter, healthier and more able to concentrate on school work.			Reinforcing benefits of children maintaining physical fitness during school closure to parents.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
					61%
					Sustainability and suggested next steps:

High quality outdoor learning delivered to enhance physical and mental wellbeing.	Forest Schools sessions delivered by a qualified Forest Schools Lead.	£10,342	Regular opportunities to achieve and develop confidence, self-esteem and physical wellbeing, skills transferrable to the classroom.	Children receive regular opportunities to experience engaging outdoor learning.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	24%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
High quality PE lessons delivered to all pupils across the school.	All PE lessons delivered by a Sports Coach.	£3482	Children have developed key skills and knowledge within different areas of PE.	Skills and knowledge secured for all areas of PE.
To re-develop the PE curriculum so that skills and knowledge are progressive across the school.	Subject Leader and sports coach will work with a sports consultant to further develop the PE curriculum.	£500	Pupils receive a broad and balanced PE curriculum leading to further development of key skills and knowledge.	Skills and knowledge secured for all areas of PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Facilitating a range of sports and activities, leading to experience and competency in a variety of physical activities.	Purchasing equipment to support a range of sporting activities being offered to children during playtimes, lunchtimes and PE sessions.	£1000	Many children enjoy playing table tennis and netball, inspiring a love of active sport and healthy competition.	Replenishing equipment and playground markings.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For more pupils to take part in at least level 1 competitive physical activities.	PE lead will develop in-school competitions across year groups to develop pupils sporting skills and promote physical exercise through sporting opportunities.	£0	Pupils have developed the confidence to participate in level 2 competitions.	*Unable to happen currently due to Covid restrictions. Awaiting Government guidance for the Summer term.
For a greater percentage of pupils to experience and enjoy representing the school in level 2 competitions.	PE lead alongside sports coach will further develop opportunities for pupils to compete in competitions against local schools, teaching skills necessary to compete.	£691.68	Sports clubs develop sporting abilities for pupils outside of the PE lesson, enabling them to further develop skills necessary for competing in competitions across schools.	